

## CHAPTER IV

### RESEARCH DISCUSSION

This chapter presents the research discussion based on the objectives of this research, namely to find out how the drilling method is applied for teaching vocabulary for students with special needs and what challenges the teacher gets when applying the drilling method in teaching vocabulary for students with special needs.

#### **4.1 Implementing Drilling Method in Teaching Vocabulary for Students with Special Need**

The researcher observed teaching and learning process in the class and analyzed the implementation of teaching vocabulary using drilling method which was used by the teacher in order to answer the questions research which is existed in chapter one. The observation conducted on 15<sup>th</sup> of June 2022. Based on the observation which was conducted by the researcher, four special need students were able to describe the object clearly in vocabulary teaching by using drilling method. It indicated that the enthusiasm of students with learning vocabulary using drilling method.

The teacher used three activities during teaching process. The first was opening, the teacher begun and gave greeting to the students in the class. The second was main activity, it was being the teaching-learning process in vocabulary by using drilling method as medium, and the

teacher gave the materials by using drilling method as the media and the students with special need answered the questions insert the drilling method, the last was closing, it was time to the teacher review the materials and also to finish the class.

The teacher used drilling method as media because it could increase their interest during teaching learning process. Drilling method made the students not being bored in teaching learning process but students with special need were made have fun or enjoying when learning and their comprehension developed because of the repetition process. On the other hand, the teacher used drilling method in teaching vocabulary was to make teaching learning more effective.

The teacher also used the curriculum of 2013. One of them was scientific approach as the method to teach vocabulary. The teacher's purpose used scientific approach was to give the students the obvious material which could be thought logically. There were five steps which had been completed as the material insert drilling method. They were material, observing and questioning, exploring, associating, and communicating.

The first step was material. The teacher only gives a piece of paper that contains vocabulary material for the names of objects in the class accompanied by pictures. The teacher explained the material clearly and identified each vocabularies insert the material. It indicated that the teacher gave his good instructions for guiding the students being participate actively during teaching learning process.

The second step was observing and questioning. In this section material, there were five names of object in the class. In observing section, the students were asked to pay attention to the pictures and vocabulary on

the given paper. The paper was the real example of an object in the class but the teacher also gives real examples by pointing or holding objects in class and saying the vocabulary repeatedly, then students was asked to follow the pronunciation after the teacher. It was as quetioning section. The students condition in this section was quite, students will ask if they were asked by the teacher and they tend to be shy when they want to ask.

The third step was about exploring. The teacher asks students to memorize and remember the vocabulary that was previously taught, then the students practice in front of the class to check how much understanding they get. The teacher pronounces and points to the vocabulary of objects in class and after that students answer English from objects that are spoken or pointed to by the teacher. That was way; it was being the important section which had been designed for the students with special need because they were applied what they had got during being explained by their teacher in the class.

The fourt step was about associating. The students interact with their classmates if there are friends who do not pay attention to them interacting by reprimanding their friends.

The fifth step was about communicating. It was being evaluation of teaching learning process in the class toward the material which had been explained. The teacher develops the material by adding a lot of vocabulary from the names of objects in class gradually and asking students to study again at home.

The material above was adopted from scientific approach as the foundation before making the material inserted into the drilling method, the purpose was to make the students with special need being easy to be understood in understanding the implementation of drilling method in

teaching vocabulary. It was compatible with scientific approach as the method because the teacher gave the material obviously which was able to be explained logically. The students with special needs also actively participate during the teaching and learning process and they can think, memorize, remember, and answer correctly even though they are slow but they understand the material being taught.

The researcher obtained the hold information toward the implementation of drilling method in teaching vocabulary by giving the teacher an interview list which consisted into seven open-ended questions and eight close ended questions it should be answered with the reasons clearly and appropriately (see appendix 5). It was done by the researcher in the end observation after teaching learning process.

Based on the results of teacher interviews in the appendix 5 teacher have used the drilling method as a medium because of the many advantages of the drilling method taken to help students with special needs who are slow in learning. The purpose of using the drilling method is to make students with special needs active during the teaching and learning process, focus on the lesson, don't get Juhemah (2013, :17) states that learning by using the drilling method makes it easier for students to memorize the vocabulary taught by the teacher. Able to help students to learn actively and enjoy.

It could be known from the transcript observation that drilling method was able to help students with special needs who are slow in learning. It can in be seen in the dialog between students and teacher below, where T is teacher and S is students (see appendix 4)

*T : “buku itu bahasa inggrisnya “book”. Cobak saya ulangi lagi (“buku” “book”)*

S : *“book”*  
 T : *“terus yang kedua pensil”*  
 S : *“pensil”*  
 T : *“itu tetap pensil”*  
 S : *“pensil”*  
 T : *“bahasa inggrisnya tetep pensil. Dan yang ketiga itu “kursi”  
 “chair”.”*  
 S : *“cher, chair, cher, chair”*

Based on the transcript observation above that drilling method could make the students with special need participate actively during teaching learning process because when the teacher was pronounce vocabulary *“buku itu bahasa inggrisnya “book”*. *“Cobak saya ulangi lagi (“buku” “book”)*”, the students followed the teacher pronounce *“S: book, S: pencil, S: cher, chair”*. It indicated that drilling method did not only make the students with special need catch fast and participate actively but also make the students being enjoy while teaching learning process. It can in be seen in the dialog between students and teacher below (see appendix 4) :

T : *” sekarang andini ayo gausah malu malu”*  
 S : *“hikhikhik” (while moving forward shyly)*  
 T : *“yo yo sini”*  
 S : *“dabisa bu”*  
 T : *“gapapa sini,jangan begitu ayo sini. Menghadapnya kesana masak menghadap kesini.”*  
 S : *“andini”*  
 T : *“ojok ditutupi gitu. Ayok. Biasany berani kok. Ayo.”*  
 T : *“buku”*  
 S : *“book”*  
 T : *“menghadapnya kesana, yang rapi dibenerin”*  
 T : *“udah, tangannya siap. Tanganya gausa disitu tangannya siap  
 grak”*  
 S : *“sudah siap”*  
 T : *“sudah siap ?”*  
 T : *“buku”*

S : *"book"*

T : *"pensil"*

S : *"pencil (wrong pronunciation)"*

T : *"pencil" (correct pronunciation) bukan pencil (wrong pronunciation) pencil (correct pronunciation)*

S : *"pencil" (correct pronunciation)*

T : *"nah, ayo menghadap kesana. Nah. Tanganya ga gitu"*

T : *"kursi"*

S : *"cer"*

T : *"chair"*

S : *"chuir"*

T : *"kemudian meja tee"*

S : *"table"*

Based on the transcript above, shows that students with special needs are very enthusiastic about the material, namely by using the drilling method even though some are still embarrassed. The students are also happy with the teaching and learning process because when the teacher gives examples of pronunciation from English repeatedly, it makes students with special needs also follow the pronunciation repeatedly. when the teacher asks one of the students to come to the front of the class to memorize *"T: sekarang andini jangan malu malu"* the students want to go forward even though they are shy but they can answer and remember the vocabulary that was taught before *"T: buku, S: book" " T:kursi, S: cer"* although there was an error in pronunciation, the students with special needs answered correctly the teacher's intentions and did not reverse the vocabulary of one object with another.

It was also strengthened by field notes which were being proof (see appendix 3) below:

*One by one, students are asked to come forward to memorize without bringing paper.*

*The teacher trains students' courage and confidence by asking them to come forward and motivating them to speak loudly in front of the class so that other friends can also hear. Foster student interaction with other students and also active teacher interaction with students.*

Based on the field notes above students are very enthusiastic about the material being taught in class because when the teacher asks students to come to the front of the class for a test to remember the material being taught they answer correctly even though there are incorrect pronunciations but they understand the material correctly. It can be concluded that the application of the drilling method in vocabulary learning is the right way to motivate and help students with special needs during the teaching and learning process because they not only pay attention to the teacher's pronunciation but they also repeat the pronunciation of the vocabulary spoken by the teacher. It's one way to keep them focused and interactive. Yuni Aliyatur Rofi'ah (2019) states the drilling method uses practical activities that students learn so that students have broad skills and knowledge, with intense repetition to strengthen good and permanent skills. By using the drilling method, students with special needs can more easily remember and understand new vocabulary through the teacher's pronunciation after they can follow the correct pronunciation. It can in be seen in the dialog between students and teacher below (see appendix 4):

*T: "saya ulangi lagi ya"*

*T: "buku book"*

*S: "box"*

*T: "book bukan box beda lagi"*

*T: "buku book"*

S: "book"  
T: "pencil tetep pensil"  
S: "pensil"  
T: "chair itu adalah?"  
S: "kursi"  
T: "kursi chair "  
T: "terus meja"  
S: "tabel"  
T: "table, table"  
S: "pabel, table"  
S: "table"  
T: "meja table"  
S: "meja table"

When the teacher gives intense repetition of vocabulary, students with special needs follow it correctly even though sometimes at first they pronounce different vocabulary but they can catch, remember and try to justify their pronunciation. It can be explained that learning vocabulary with intense repetition makes students helpful and motivated during the teaching and learning process. It not only makes them motivated and helped but also make them participated actively during teaching learning process.

In the application of the drilling method for teaching vocabulary in the classroom, the teacher uses a lesson plan to support the development of students with special needs. In the implementation of the class, some are in accordance with the lesson plan, some are not. The teacher's goal is that through observation and examples of pronunciation of vocabulary objects in-class students with special needs are able to imitate and read simple pictures given are achieved. activities that may not have been achieved are the habituation of mutual respect by saying thank you in English. activities outside the lesson plan that are added or modified by the teacher are in the form of instilling student interactions with other



students as well as closer and more confident interactions between teacher and students.

From the observation data, it can be concluded the form of drilling method which the teacher used in teaching vocabulary of special need students SMP Muhammadiyah 2 Surabaya that a repeat drilling. Repeat drilling in which the teacher pronounces a vocabulary model of object names in the class and then the students repeat it. The teacher asks students to repeat the pronunciation of vocabulary names of objects in class correctly and quickly. This case is carried out by practicing oral pronunciation repeatedly as Larsen-Freeman (2000: 35) states that drilling method is a key feature of teaching a foreign language which refers to a structural pattern of repetition with oral practice. When applying the drilling method in teaching vocabulary, students with special needs were found to learn writing skills. Students with special needs were not only taught the spelling and pronunciation of an object in class, but students with special needs were taught to write vocabulary with an intense repetition method. Can be proven from the transcript of observations (see appendix 4).

#### **4.2 Teacher Challenges in Applying Drilling Method in Teaching Vocabulary for Students with Special Needs**

This researcher involved students with intellectual special needs and teacher of students with special needs as subjects. Data were taken using observation checklist, field notes and interviews. The data analyzed is based on the theory that has been outlined in chapter two of this proposal. To answer the second research question, data were obtained

from observation checklists, field notes, and teacher interviews. This is done to obtain data during the study. The observation checklist consisted of some indicators related to the topic of the lesson, the teacher, the teaching aid, the teacher's teaching technique, the process of teaching learning and the students' response. The field notes was also being part of observation checklist which described the activities during research and interview the teacher consisted of seven open-ended question and eight close-ended question related to the challenge faced in implementation of drilling method in teaching vocabulary for students with special need.

Lewis (2019) said the drawback of the drilling method is that it is done too often and repeatedly makes it difficult for students to focus. Students may not learn because students may only rely on remembering but not understanding the material well. This research found several teacher challenges: student focus, extra patience, character and mood students.

The first challenge is student focus. The researcher observed the teaching and learning process in the classroom and analyzed the implementation of teaching vocabulary using the drilling method used by the teacher to answer the challenges experienced when applying the drilling method for students with special needs. The interaction between teacher and students in the teaching and learning process is quite good where students are willing to answer the teacher's questions and interact well with other students. In the teaching and learning process from the opening, the core and closing activities, students with special needs were very enthusiastic in answering and actively participating, although sometimes students lost focus and made mistakes in following the

material being taught. It can be seen in the dialog between students and teacher below (see appendix 4):

*T : “Sambil melihat ini atau melihat ini dulu.” Silahkan di tulis Bahasa Inggrisnya di bawah gambarnya.*

*S : “Bu, ga bawa pensil.”*

*T : “Oh, ga bawa pensil. Nah, ini pensilnya tak pinjami satu-satu.” (Sharing Pencils).*

*T : “Sudah, silahkan di tulis terlebih dahulu. Nanti kita hafalkan bareng-bareng. “*

*S : “Di bawah gambarnya? “*

*T : “Iya, dibawah gambarnya. Di tulis Bahasa Inggrisnya. Tadi apa? Book adalah? “*

*S : “Buku.”*

*T : “Terus? Pensil? “*

*T : “di tulis di bawahnya sini, Din.” (Pointing at paper).*

*T : “ini gambar apa? Buku Bahasa Inggrisnya?”*

*St : “Bok.”*

*T : “Bukan Bok. Eh, coba dilihat mulutnya Bu Fitri. “*

*T : “Buku, Book.”*

*S : “Bok.”*

When the teacher gives examples of vocabulary pronunciation and ask them to write the vocabulary in paper sometimes students lose silent focus and someone answers. Judging from one of the students who lost focus even though it had been explained and had been asked by a friend, *Teacher : “di tulis di bawahnya sini, Din. (Pointing at paper)“* One of the students put the writing wrong because they didn't pay attention.

The second challenge is extra patience. From the previous challenge where students often don't focus, here the teacher challenge

begins where the teacher has to be extra patient over and over again. In order to foster the enthusiasm of students with special needs to learn actively and focus on the teaching and learning process, the teacher tries to restore their focus by asking them to come forward to memorize the vocabulary of the objects in the class being studied. The teacher asks students to come forward to be given a guess and students answer the guess given. one by one the students progress but the teacher must remain extra patient with those who have their respective limitations where there are students who are able to answer guesses correctly but their voices are not loud so the teacher must motivate them to speak loudly in front so that other friends listen. Another challenge is when one of the students is shy to come forward and cover his face because he is embarrassed, but when he is given a guess he can answer and understand the material being taught without turning his back when pronouncing his vocabulary. However, according to the teacher's interview, the pronunciation of students with special needs may not be appropriate due to their different limitations (see appendix 5 point 7) below:

*Interviewer: Are students with special intellectual needs able to imitate the teacher's pronunciation correctly?*

*Interviewing: "If it's exactly according to the vocabulary, it's not, but they can even though it's not right because the abilities of each student are different, some can imitate correctly, some have difficulty."*

From the differences of each student which has unequal limitations between one student and another, the third challenge teacher tries to understand their characteristic. The teacher must understand the state of their mood if they feel not in the mood then the teacher gives a period of rest and continues after their mood slightly improves. It can be seen in the appendix 4 of interview with teacher in the open-ended question section. In observing the teaching and learning process of vocabulary using this drilling method, students lost a little mood but quickly improved because

the material taught also made them interested. Based on the observation notes, the students looked very enthusiastic about the material being taught because the teacher was extra patient in repeating the material and motivating them well to be more confident. See appendix 4, below:

*T: "nah, sampai di sini kira-kira ada yang belum bisa? Ada yang belum bisa atau ada yang mau ditanyakan? Berkaitan dengan tadi, oke sudah bisa?"*

*S: Bisa.*

*T: "oke, hafalan. Coba diulangi lagi, saya sebutkan bahasa Indonesianya nanti kamu sebutkan bahasa Inggrisnya, oke?"*

*T: "Maskernya minta tolong dibuka dulu."*

*T: "ini tadi apa namanya?" (Holding a book)*

*S: "Book."*

*T: "kalau itu?" (Pointing window).*

*S: "window."*

*T: "window, jendela."*

*Tr: "kalau yang itu?" (pointing door).*

*S: "Door."*

*T: "kalau yang ini?" (Holding the blackboard).*

*S: "blackboard."*

*T: "Blackboard kalau warnanya hitam. Kalau warnanya putih?"*

*S: "whiteboard."*

*T: "kalau ini." (Holding the chair)*

*S: "Chair."*

It can be seen from the transcript observation above that the teacher tries to give examples in the form of real objects in class so that

they are more focused and motivated to think. “*Teacher : kalau yang ini? (holding the blackboard) and students answer, Students: blackboard*”.

From direct observations, field notes, and based on interviews with teacher about the challenges of applying the drilling method in teaching vocabulary to students with special needs, it is more to the extra patience of the teacher who explains the material over and over again until they understand what it means. Teacher also have to be extra patient in dealing with the character of students who do have different limitations from each student. When students get in a bad mood, as teacher we must understand and give them time to rest and resume when their mood is good. The most important thing is that the teacher always motivates them to be confident and dare to speak when they are asked questions which makes their interactions even better.

